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The book contains numerous concrete illustrations of successful dealing with breaches of conduct of all sorts in many different situations and schools, giving point to discussions of principles necessarily general in their nature and application.

The questions and exercises with which each chapter closes must prove stimulating and thought-provoking to the teacher who wishes to do more than passively receive directions, whether from book, lecturer, principal, or superintendent.

J. O. ENGLEMAN

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The Problems of Boyhood. A Course in Ethics for Boys of High-School Age. By FRANKLIN W. JOHNSON, Principal of the University High School. Chicago: The University of Chicago Press, 1914. Pp. xvi+130. \$1.00.

"On the South Side of Chicago, at the Hyde Park Branch of the Young Men's Christian Association, boys from three high schools meet each Wednesday evening from November to May. All sit down together at 6:15 for dinner and at 6:45 meet in separate rooms, the boys from each school with a teacher from the faculty of the school, for a discussion period of forty-five minutes." Mr. Johnson has been in charge of one of these classes for the past four years. His *Problems of Boyhood* is the outcome of this work. Of the interest aroused by these classes the foreword supplies sufficient evidence, both general and specific. Concerning their effects, as shown in his own school, Mr. Johnson writes: "It has been gratifying to observe, during the three years since the Discussion Club has been in existence, a steady improvement in the moral tone of the school in such matters as involve honesty in the relations of pupils with each other and with their teachers, respect for property rights, good sportsmanship, clean speech, which may be fairly traced in no small degree to the discussion of these topics."

Current ideas as to what is intended by a course in moral instruction are, for the most part, so vague or so inadequate that it may be worth while to enumerate some of the subjects discussed. They included habit, the influence of custom, integrity in its several forms, vice in its various manifestations, what may be called the ethics of speech, conservation and efficiency in both their national and personal applications, clubs and fraternities, the duties of good citizenship, the nature of success, the choice of a life-work, and the place of religion in a complete life.

The questions raised were, first: What is the right or wrong course of action in the conditions under consideration? Most people seem to suppose that this forms the chief or the sole content of a course in moral instruction. As a matter of fact, for those who, like Mr. Johnson, know their business, it forms a very subordinate feature, consisting in the main of making ordinary vague notions more precise, as: What is dishonesty in preparing a lesson? Far

more attention is paid to leading the pupil to discover what difference it makes whether he does right or wrong. This difference includes equally effects upon others and upon self. That this latter is not conceived in narrow or superficial terms is shown by such a question as this: "Honesty is the best policy: Is this the best or the highest reason?" In addition there is a series of questions intended to help the pupil learn how to make himself better able to withstand temptation, as: "How can you best develop the habit of truthfulness for yourself?" Another set of questions appeals to the boy's desire to mold the world nearer to his own ideals, with its tremendous effects upon these ideals themselves. Examples are: "What can you do to improve the standards of truthfulness among your associates?" "What can you do to secure a tradition for clean and honest sport?" These and other topics are developed in a great variety of questions, most of them very concrete and helpful. There are indeed occasional lapses. "No boy should allow himself to fall into dishonest practices through imitation." This statement sins against the first commandment of a sound system of moral instruction: There must be no exhortation. For moral instruction exists, not to give an opportunity for preaching, but to reveal the truth about the moral life. "Would you deliberately choose to become mayor of your city at the cost of bribery and disonor?" This question is a direct invitation to talk cant. A single excursion into that field may practically ruin an entire course.

The discussions dealt for the most part with the life the pupil was leading at the time. The outlook into the future, however, which, for the Senior at least, begins to loom very near, was by no means ignored.

The author understands the purposes and methods, the elements of strength, and the limitations of the method of training character through reflection upon the moral issues of life. He knows boys thoroughly and understands their point of view. As a result, he has given us a book which can be recommended for the classroom and for club work alike as perhaps the most helpful treatment of the subject in its own field that has yet appeared. A Foreword precedes the main body of the work, giving an excellent statement of the principles upon which exercises of this kind should be conducted.

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Elementary Chemistry. By ALEXANDER SMITH. New York: Century Co., 1914. \$1.25.

Although this text came from the press late in the past summer, it has met with a large adoption for the present year. The wide reputation of the author and his college texts caused secondary teachers to await eagerly the publication of this book.

Omitting the customary classifications and definitions of the various sciences, the author has proceeded at once to the statement and method of